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nary, however, that he has totally slighted (he can hardly be ignorant of) the work of American scholars in this field. It is surely a mistake lightly to disregard the contributions to theatrical literature made by, e.g., Professors Capps, Flickinger, and J. T. Allen.

The chapters which deal with the writings of the ancient dramatists themselves are decidedly the best. The author has attempted "to follow the working of each playwright's mind, to realize what he meant his work to 'feel like.'" The difficulty of any such undertaking will be readily conceded by all. Nevertheless Mr. Norwood has in his exposition met with an eminent degree of success. Under his skillful manipulation the rough places have been made smooth, the secret workings of the Greek mind have been revealed with a delicacy and sureness of touch such as is seldom to be met with in a work of this nature.

A. D. FRASER.

ALLEGHENY COLLEGE.

*Studies in the History and Method of Science.* Edited by CHARLES SINGER. Vol. II. Oxford: Clarendon Press, 1921. Quarto, pp. xxii+559. £2. 8s net.

We do not expect present-day students to begin their work in classics, as the renaissance students very largely did, from the sources. We feed them at first with elaborately predigested nutriment. We supply them with grammar and lexicon (or, alas, mere vocabularies) from the beginning, with exercise-books (though there is far too much of this dilution of learning), with texts annotated partly for the laudable purpose of enabling them to build up quickly and accurately a background and perspective necessary for intelligent interpretation and assimilation of what they read, and partly for the more questionable purpose of forestalling and postponing their need of exercising and developing their own powers of comparison, inference, and judgment. Particularly within the last three-quarters of a century we have compiled for them many varieties of dictionaries and systematic manuals. They are now bountifully supplied with printed outlines of knowledge in the fields of philosophy, of political history (if not of social and economic), of public and private life, of Roman (if not so well of Greek) law, even of epigraphy and palaeography, of general linguistics, and of comparative philology. But manuals and histories of ancient science have been disproportionately few. One might almost imagine that what we call the natural and physical sciences were unknown to the ancients, or so vaguely and erroneously treated by them as not to be worthy of our especial study as a part of ancient lore. To how many classical students does ancient geography mean anything more than maps not in the least like those of the ancients themselves, but accurately drawn from modern surveys, and then labeled with ancient place-names? In the minds of how many students would the mention of Eratosthenes, or of Hipparchus, or of Ptolemy's *Almagest* awaken the slightest reaction?

It is certain that we need more guidance into the intricacies of ancient science, and the present generation is witnessing the proffer of it. In our

own country Professor Heidel is clearing a trail into the geographic and chronological realm, and Professor Robbins holds out pledges of an active career in the borderland between philosophy and sciences. We have heard of a monumental edition of Strabo. In Germany we have the researches of Sudhoff and Wellman; the corpus of the Greek medical writers, and of the Latin, has not given up the ghost. The Austrian Neuburger's history of medicine has even been in part translated into English. The new *Union Astronomique Internationale*, founded at Brussels in 1919, is reported to have established a commission for newly editing the works of ancient astronomers. In Italy there is a new *Archivio di Storia della Scienza*. In France the fifth volume of the late M. Duhem's imposing work, *Le Systeme du Monde; Histoire des Doctrines Cosmologiques de Platon à Copernic*, brings his presentation down to the time of St. Thomas Aquinas. From Britain, where this brand of the sacred fire appears to be burning most brightly, we hear of much academic activity, new courses of instruction in the history of science, and new articles and books. The forthcoming edition of Liddell and Scott is to have its definitions of scientific terms most carefully revised and supplemented. Sir T. L. Heath is to give us a much needed history of Greek Mathematics. And the *Studies in the History and Method of Science*, under the editorship of Dr. Singer, is hereafter to appear in annual volumes.

The first volume of these *Studies* was issued *inter arma*, in 1917, with an inspiring preface by the late Dr. Osler, whom we Americans are not willing to count as altogether of England. The present second volume, grand in size, perfect in typography, and gorgeous in illustration, colored as well as black-and-white, contains fifteen essays, not by amateurs or tyros, but by masters in their respective sciences. Some few of the essays are throughout of immediate interest to the classical student—*Greek Biology and Its Relation to Modern Biology* (by the editor); *Mediaeval Astronomy* (J. L. E. Dreyer); *The Asclepiadae and the Priests of Asclepius* (E. T. Withrington); *Archimedes' Principle of the Balance* (J. M. Child); *Aristotle on the Heart* (Arthur Platt)—and certain others contain matter that he can ill afford to miss, if his mental activity is not too severely confined by academic definitions and narrow chronological boundaries. Perhaps he may read with some melancholy interest and a sigh of appreciation the last sentence of the editor's Preface: "We may well look to this new orientation of scientific teaching to counteract the effects of the regrettable but real decline in the study of the older 'humanities.'" It is at any rate something not without the suggestion of hope, when the scientist drops a non-saurian tear into the yawning grave long ago solicitously prepared for the not yet quite defunct "older humanities."

E. T. M.

*Athenian Tragedy: A Study in Popular Art.* By THOMAS DWIGHT GOODELL, Late Professor of Greek in Yale University. New Haven, Yale University Press, 1920. Pp. 297.

This posthumous work of Professor Goodell's is perhaps significant of changing conditions in classical study. A life spent in scholarly teaching and